

**UNIVERSITY CENTRE FOR DISTANCE LEARNING
CHAUDHARY DEVI LAL UNIVERSITY, SIRSA**

SYLLABUS

M.A. Education 1st Semester

Paper- I- Philosophical Foundations of Education-I (EDUC-101)

Credits:04

Marks:100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- Understand the nature and scope of Philosophy of Education
- Understand the different branches of Philosophy
- Appreciate the Western schools of Philosophy and its application in Education,
- Understand the contemporary philosophers and their contribution in Education

Unit-I: Education and Philosophy

- Meaning and Functions of Education
- Philosophy- meaning and its influence on all aspects of Education i.e. Aims, Curriculum, Methods of teaching, discipline and role of teacher etc.
- Branches of philosophy
- Relationship between Education and Philosophy

Unit –II: Educational Implications of Eastern Schools of Philosophy

- Indian Schools of Philosophy
 - Sankhya
 - Vedanta
 - Nyaya
 - Budhism

With special reference to Aims of Education, Curriculum, Methods of teaching, discipline and role of teacher etc.

Unit –III: Educational Implications of Western Schools of Philosophy

- Major Schools
 - Naturalism
 - Idealism
 - Pragmatism
 - Existentialism

With special reference to Aims of Education, Curriculum, Methods of teaching, discipline and role of teacher etc.

Unit-IV: Contributions of Educational Thinkers

- Contributions of Indian Philosophers:
 - Swami Vivekananda
 - Rabindernath Tagore
 - Gandhi
 - Aurobindo Gosh

Suggested Readings:

- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bross.
- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: VinodPustakMandir.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, John F. (1978), *Contemporary Educational Theory*. John Wiley and Sons.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education*. New Jersey: Prentice Hall.
- Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.
- McCheilan, J.E. (1976). *Philosophy of Education*. New Jersey: Prentice Hall.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Bosten: HonghatonMiffine.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.
- O’Connor, J. (1995). *An introduction to Philosophy of Education*. Agra: VinodPustakMandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: VinodPustakMandir.
- Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: McMillan.

Paper- II- Sociological Foundations of Education-I(EDUC-102)

Credits:04

Marks:100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Student will be able to:

- understand the meaning and nature of sociology and sociology of Education,

- understand the relationship between Education and sociology,
- appreciate the Indian society and its structure,
- understand the importance of Globalization and privatization in Education.

Unit-I

- **Concept of Educational Sociology**
 - Concept of Educational Sociology and sociology of Education
 - Scope and Functions of Sociology of Education
 - Relationship of Sociology and Education
- **Culture: Meaning and Nature of Culture**
 - Role of education in culture context
 - Culture determinants of education
 - Education and culture change

Unit-II

- Social interaction and their educational Implications
- Social group—Inter group relationship, group dynamics
- Social stratification—concept and its educational implications

Unit-III

- Social change: its meaning and concept with special reference to India
- Constraints on social change in India: Caste, Class, Religion, Language, Regionalism and Ethnicity.
- Concept of urbanization and modernization with special reference to Indian society and its educational implications.

Unit-IV

- Social principles in education: Social and economic relevance to education Socio-economic factors and their impact on education
- Concept of westernization and Sanskritisation with special reference to Indian Society and its educational significance.

Suggested Readings:

- Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.
- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education*. New York: John Wiley & Sons,.
- Bhattacharya, S. (1996): Sociological Foundation of Education. New Delhi: Atlantic Publishers and Distribution. Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. & Cook, E. (1970). *Sociological Approach to Education*. New York, McGraw Hill.
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.

- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education*, New Delhi.
- Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian education*, New Delhi: Kanishka Publishers.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers,.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication

Paper- III- Psychological Foundations of Education-I(EDUC-103)

Credits:04 Marks:100(30Internal+70External) Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- understand the meaning and nature of Educational Psychology,
- develop the relationship between Education and Psychology,
- understand the various stages of growth and development and their principles,
- analyse the cognitive, emotional, behavioural difficulties of children and adolescents
- measure the intelligence.
- apply the motivation in learning process

Unit-I

- **Meaning of Education and Psychology**
Relationship of Education and Psychology
Scope of Education and Psychology
Importance of Educational Psychology
- **Methods of Educational Psychology**
Experimental
Clinical
Differential

Unit-II

2. **Gifted Children**
Meaning and characteristics
Needs and Problems
Special measures for their education
3. **Mentally Retarded Children**
Meaning and Characteristics
Needs and problems
Special measures for their Education

Unit-III

Creativity

Concept

Characteristics

Development of creativity

Importance of Creativity in Education

Attention and Interest

Meaning of Attention

Conditions of Attention

Methods of securing children's attention

Meaning of Interest, Methods of Arousing interest

Unit-IV

Factors influencing Learning

Hull's reinforcement theory

Lewin's field theory

Gagne's Hierarchy Theory of learning

Motivation

Concept of Motivation

Theories of Motivation

Physiological

Murray's Psycho- analytical

Maslow's theory of Hierarchy of needs

Factors affecting motivation

Suggested Readings:

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorandovich Inc.
- Anastasi (1990). A.: *Psychological Testing*, New York: MacMillan Co.
- Barbara M Newman & Philip R Newman (2007). *Theories of Human Development*, Lawrence Erlbaum Associates, Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.
- Fernald, LD & Fernalt P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*, 4/E. NY: Pearson.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gazzaniga, M. S. (1973), *Fundamental of Psychology*, N. Y. Academic Press.
- Hurlock, E. B. (1997) *Child Development* . Tata McGraw Hills.
- Kellogg, R.T.(2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
- Klausmeier, Herbert J (1985). *Educational Psychology*. New York: Harper and Row, Pub.

- Morris E. Eson, (1972). *Psychological Foundation of Education*. New York: Holt, Rinchart.
- Nye, D. Robert. 1996. *Three Psychologies: perspectives from Freud, Skinner, and Rogers*. International Thomson Publishing Company, New Paltz.

**Paper- IV- Research Methods and Data Analysis in Education-I
(EDUC-104)**

Credits:04 Marks:100(30Internal+70External) Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- Understand the Concept and Importance of Research
- Understand the process of identification of a Research Problem
- Explain the formulation of Hypothesis in Research
- Understand the terms used in Research Process
- Understand the various Approaches of Research

Unit-I: Concept of Educational Research

- Knowledge: Meaning, Sources and Methods of Acquiring Knowledge
- Meaning, Scope and types of Educational Research (fundamental, applied and action research)
- Research Problem: Sources of Identifying Research Problem
- Review of related literature: importance and sources
- Hypothesis: Types and formulation
- Preparation of Research Proposal

Unit-II: Sampling and Tools for Data Collection

- Concept of population and sample
- Sampling and its type
- Sampling Errors and how to reduce them
- Characteristics of a good research tool
- Types of Tools: Questionnaire, Interview, observation, Schedule and inventories

Unit-III

- Statistics: meaning, utility of statistics in education

- Data: Nature, type and sources of data
- Frequency distribution and graphical representation of data- polygon, histogram, ogive, pie-chart
- Scales of Measurement
- Measures of central tendency: Concept, characteristics, computation and uses of Mean, Median, Mode
- Measures of variability: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance

Unit-IV

- Measures of Relative Position: Percentiles and Percentile Ranks
- Correlation: Meaning, Characteristics, Assumptions, Computation and Uses of
 - Product Moment Correlation
 - Rank Difference Correlation
- Regression and Prediction: Concept, assumptions and computation of linear regression equations, Standard error of measurement
- Normal Probability Curve: Meaning, significance,
 - Characteristics and applications
 - Skewness and Kurtosis

Suggested Readings:

- Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research: An Introduction*. New York: Longman.
- Bryman, A and Duncan C.(1990). *Qualitative Data Analysis for Social Scientists*. London: Routledge.
- Buch (Ed) :*Surveys of Education*. Nos. 1,2,3,& \$, New Delhi: NCERT.
- *Encyclopaedias of Education Research*, (1990) New York: McMillan.
- Kerlinger, F.N. (2010). *Foundation of Behavioural Research*. New Delhi: Surjeet Publication.
- Koul, Lokesh,(2002). *Methodology of Educational Research*. New Delhi: Vikas Publication
- McMillan, J.H. (2003). *Educational Research: Fundamentals for the consumer*. Boston: Allyn& Bacon.
- Miller, D.C. & Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications , London.
- Smith, M.L. & Glass, G.V. (1987). *Research and Evaluation in Education and the Social Sciences*. NJ: Prentice Hall.
- Springer,K.(2009) *Educational Research:A contextual approach*.United Kingdom: John wiley and Sons.
- Ruane, Janet M (2004), *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
- Van Dalan, D.B. (1973). *Understanding Educational Research; An Introduction*, New York: McGraw Hill.
- Wiersma, W. &Jurs, S. J. (2009). *Research Methods in Education: An Introduction*. Pearson Education.

Elective paper
Paper- V- option –i- Special Education-I (EDUC-105)

Credits:04

Marks:100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

Students will be able to:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children.
- Acquaint with the various types of handicaps and their causes.
- Provide guidance in handling of exceptional children.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

Course Contents

Unit-I: Concept of Exceptionality

- Positive, Negative and Multiple Deviations
- Needs & Problems of Exceptional Children

Unit-II: Nature of Special Education

- Objectives
- Historical perspectives
- Continuum of Special Education alternative programmes.
- School of Integrated/Inclusive Education : Organisation and Management

Unit-III: Education of Orthopedically Handicapped

- Concept
- Types of Handicap
- Characteristics
- Educational Programmes

Unit-IV: Education of Mentally Retarded

- Concept
- Classification
- Etiology
- Educational Programmes for Trainable Mentally Retarded
- Educational Programmes for Educable Mentally Retarded
- Management of Behaviour Problems prominent in Severe & Profound Retardation

Selected Readings:

1. Berdine W.H. & Black Hurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners,Massachusets Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Mifflin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment, New York Springer -Verlag,
10. Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

Paper- V- option –ii- Yoga Education (EDUC-106)**Credits: 04****Marks: 100(30Internal+70External)****Hrs:60**

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able:

- To popularize yoga education among the masses.
- To promoting health awareness towards holistic approach of health.
- To promote preventive measures for sound health.
- To promote healthy citizenry.
- To know advanced levels of yoga education.

Course Content**Unit I: Philosophy and Psychology of Yoga**

- Meaning of Yoga & its importance
- Aim and objectives of Human life according to Indian philosophy, Purusharth, Salvation and its achievement through Yoga.
- Effects of Yogic practices on various mental abilities and disorders like Learning, problem solving, concentration, Frustration, Conflict and depression

Unit II: Basic Knowledge of Human Body

- Nervous system

- Human Bio-chemistry : Sugar level, Cholesterol, Fat, Urea : their significance and related tests
- Constituents of Balanced diet, Vitamins

Unit III: Yogic Management of Health

- Yoga and Ayurvedic: Its relationship, similarities and differences.
- Yoga and Naturopathy: Its relationship, similarities and differences.
- Yogic concept of Holistic Health, Role of various Yogic practices on health at the level of body, mind and soul. Stress – its causes, symptoms, consequences on body and mind and yogic management of stress.

Unit IV: Applied Yoga

- Formation of Yoga practice module for various age groups, misconceptions of yoga practices. Yoga modules for various walks of life.
- Exploration of Yoga: Yogic events- seminars, conferences, yoga centers, yoga magazines, yoga higher education. Hi-tech in yoga.

Suggested Readings:

- Brahmachari, Swami Dharendra Yogic, Sukshma Vyayama, Dharendra Yoga Publications, New Delhi. Brahmachari, Swami Dharendra Yogasana Vijnana, Dharendra Yoga Publications, New Delhi.
- Basavaraddi, I.V. & Others, Yogasana, A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.
- Basavaraddi, I.V. & Others Yogic Sukshma Evam Sthula Vyayama, MDNIY, New Delhi, 2011.
- Iyengar , B.K.S. Light on Yoga, Harper Collins, London.
- Tiwari, O.P. Asana Why and How. MDNIY, New Delhi
- Yogasana. Gore M. M. Anatomy and Physiology of Yogic Practices.
- Swami Gitananda Giri The Ashtanga Yoga of Patanjali.

Paper- V- option –iii- Life Long Education-I(EDUC-107)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

Students will be able to:

- Explain Philosophical and Sociological basis of lifelong education.

- Understand the concept and nature of lifelong education.
- Discuss the impact of concept of lifelong education on formal education.
- Describe Meaning, importance, rationale and need of Distance Education.
- Explain theories of Distance Education.

Course Content

Unit I

- Philosophical basis of concept of lifelong education – humanism and existentialism.
- Sociological basis of concept of lifelong education: Need and importance in the contemporary world
- Nature and scope of lifelong education.
- Impact of concept of lifelong education on formal education; open learning, part time education, web based education.

Unit II

- Distance Education: Meaning, Philosophy, Importance and Rationale.
- Need of open distance education in India.
- Theories of Distance Education:
 - Theory of Independent Study (Charles A. Wedemeyer)
 - Theory of Learner Autonomy (Michael G. Moore)
 - Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter)

Unit III

- Adult and Continuing Education: Evolution of concept, aims and practice.
- Need and importance of Adult and Continuing Education in developing a learning society.
- Recent Impact of Life Long Education approach on global policies:
 - World Conference for Higher Education
 - Millennium Development Goals
 - Education for all.

Unit IV

- Development of Open and Distance education with reference to National Policy of Education (1968, 1986, 1992 revised).
- Problems of Distance Education
- Modalities of Distance Education - Correspondence courses, Open schools and Universities
- Education broadcast: TV and Radio, CAI.
- Impact of information technology revolution on distance education- Internet and its uses, emergence of on-line education.

Suggested Readings:

- A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
- Alford, H.J. (1968): Continuing Education - In action : Residential Centres for Lifelong Learning. New York: Wiley.
- Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
- Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A general Perspective. New Delhi: Directorate or Adult Education.

- Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi: IAEA.
- Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Coles, E.K.T. (1977): Adult Education - In Developing Countries. New York: Pergamon Press.
- Cropley, A.J. (1977) :Life Long Education: A Psychological Analysis. New York : Pergamon Press.
- Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tokyo: Pergamon Press, Oxford.
- Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
- French, et. al. (Eds.) (1999): Interest based learning. UK: Kogan Page.
- Gorden, G. & Sharan, B. (1982): Adult Education : Foundation of Practice. New York: Harper and Row.
- Govt. of India National Adult Education Programme: An Outline, 1978.
- Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
- Houle, C.O. (1964): Continuing Your Education. New York : Mc Graw Hill Co.
- Howe, M. J.A. (Ed.). (1978): Adult Learning0 Psychological Research and Applications. London: John Willey.
- Jarvis, P. (1990) : International Dictionary of Adult and Continuing Education. London: Routledge.
- John, L. (1982) : The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
- Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
- Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.
- Learning to be : A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
- Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
- Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.
- Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
- Manjulika & Reddy. (1999): Unexplored Dimensions of open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
- Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
- National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
- Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
- Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
- Reddy, G.L. (1997): Role Performance of Adult Education Teachers : problems and prospects. New Delhi: Discovery Pub.

Elective papers

Paper- VI- option –i- Educational Technology –I(EDUC-108)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

Students will be able to:

- To develop the understanding of concept, origin and characteristics of Educational Technology.
- To enable the students to differentiate between hardware and software.
- To acquaint the students with skill of framing educational objectives.
- To develop the skill of designing instructional system.
- To enable the students to understand Programme Learning.
- To enable the students to use Educational Technology for improving teacher's behaviour.

Course Contents

Unit –I

- Meaning and Scope of Educational Technology: Systems approach to Education and its characteristics, components of Educational Technology software and hardware
- Multimedia approach in Educational Technology

Unit-II

- Modalities of Teaching –Teaching as different from indoctrination, instruction, conditioning and training
- Stages of Teaching – Pre-active, Interactive and Post active
- Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

Unit-III

- Programmed instruction: Origin, principles, and characteristics
- Types: Linear, Branching and Mathematics
- Development of a programme: Preparation, Writing, Try Out and Evaluation

Unit-IV

- Modification of Teaching Behaviour – Micro Teaching, Flanders Interaction Analysis, Simulation
- Communication Process: Concept of Communication, Principles, Mode and Barriers to communication, Classroom communication ((Interaction, verbal and Non-verbal).

Selected Readings

1. Davies, I.K.(1971), “The Management of Learning” London: Mc Graw Hill.

2. Dececco, J.P.(1988), "The Psychology of Learning and Instruction" New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.
4. Kumar, K.L.(1996), "Educational Technology", New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F.D.(1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
6. Mavi, N.S.(1984), "Programmed Learning - An Empirical Approach", Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New Delhi: Sterling.
9. Pandey, K.P.(1980), "A First Course in Instructional Technology", Delhi: Amitash Parkashan.
10. Pandey, S.K.(1997)"Teaching Communication, Commonwealth Publishers, New Delhi,

Paper- VI- option –ii- Teacher Education-I(EDUC-109)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

Students will be able to:

1. Know the concept aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education

Course Contents

Unit-I

- Teacher Education: meaning and scope
- Historical perspectives of Teacher Education
- Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992

Unit-II

- Aims and Objectives of Teacher Education
- Elementary Education Level
- Secondary Education Level
- Higher Education Level

- Organizational Structure and Administrative agencies for Teacher Education
- Organization of Practice Teaching for Primary and Secondary Education

Unit-III

- Teaching as a profession
- Professional Organization for various levels of Teachers and their role
- Faculty Improvement
- Performance appraisal of teachers

Unit-IV

- Pre-service Teacher Education
- In-service Teacher Education
- Distance Education and Teacher Education
- Orientation and Refresher Courses
- Internship in Teacher Education

Selected Readings:

1. CIBE, 1992. Report of the CIBE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J.(1996) Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Michael (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

Paper- VI- option –iii- Mental Hygienic Education-I(EDUC-110)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

Students will be able to:

- To Enable The Understanding Of Concept Of Mental Health And Hygiene.
- To Develop Awareness Of Good Mental Health In Both Teachers And Students.
- To Identify Principles And Conditions Conducive To Good Mental Health.
- To Suggest Measures For Fostering Good Mental Health Among Students.
- To Explain The Interrelationship Among Personality Adjustment And Mental Health.
- To Develop The Understanding Of The Role Of Home, School And Society In Mental Health.

Course Contents

Unit-I: Mental Health and Mental Hygiene

- Concepts of Mental Health and Mental Hygiene
- Criteria of Mental Health
- Concept of Wholesome and Abnormal Personality
- Aspects, Goals and Principles of Mental Hygiene

Unit-II: Adjustment

- Concept and Process of Adjustment
- Concept and Causes of Maladjustment
- Adjustment Mechanism: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation.
- Conflict: - Concept and Types of Conflict.

Unit-III: School and Mental Health

- Teacher and Mental Health
- Some Questionable School Practices
- Personality Problems in Classrooms
- Classroom approaches to mental health
- Place of mental hygiene in school curriculum
- Principles of curriculum construction from mental hygiene point of view.

Unit-IV: Religion and Mental Health

- Relationship between Religion and Mental Health
- Positive and negative role of religion in Mental Health
- Concept of Mental Health from Ancient Indian Point of View

Selected Readings:

1. Arkoff, Abe: Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.

2. Akhilananda Swami, *Mental Health and Hindu Psychology*, London, Auen and Unwin, 1952
3. Akhilananda Swami, *Hindu Psychology*, London, Routledge, 1953
4. Bahadur, Mal, *Mental Health in Theory and Practice*, Hoshirpur, V.V.R.I., 1995
5. Bernard, Harold, W., *Mental Hygiene for Class-room Teachers*, New York: McGraw Hill Book Co., 1952.
6. Bonny, Meri E.: *Mental Health in Education*, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W. M., Baliend, E. et. Al: *An Introduction to Child Guidance*, London: McMillan & Co.
8. Capuzzi David and Gross Douglas R: *Introduction to Counseling*, London, Allyn and Bacon, 1995.
9. Carrol, Herbert, A. : *Mental Hygiene : The Dynamics of Adjustment* (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
10. Coleman, J.C. *Abnormal Psychology and Modern Life*, Bombay, D.B. Tara Porewlas Sons & Co., 1976.
11. Crow, Lester D. & Crow, Alince: *Mental Hygiene*, New York: McGraw HillBook Company, Inc. 1952.
12. Garg, B.R., *An Introduction to Mental Health*, Ambala, Associated Publications, 2002.
13. Hadfield, J. A.: *Psychology and Mental Health*, London: George Allen and Unwin Ltd. 1952.
14. Kallam, S. G. al: *Mental Health and Going to School*, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K.: *The Concept of Mental Health in India and Western Psychologies*, Kurkshetra, Visha Publication, 1978.
16. Suraj Bhan & N. K. Dutt, *Mental Health through Education*, New Delhi, Visin Books Publications, 1978.
17. Suraj Bhan, *Towards a Happier Education*, Jalandhar City, University Publications, 1952.
18. Thork, G. L. and Olson, S. L.: *Behaviour Therapy: Concepts, Procedures and Application*, London, Allyn Bacon, 1999.
19. Thorpe, L.P. : *The Psychology of Mental Health*, New York: The Ronald Press Co., 1950.
20. Watkns Ted. R. and Callicut, James *Women Mental Health: Policy and Practice today*, New Delhi. Saga Publications, 1990.
21. Wolberg, Lewis R: *The Techniques of Psychotherapy*, London, Jason Aronson Inc., 1995.

MA Education -2nd Semester
Paper- VII- Philosophical Foundations of Education-II(EDUC-201)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- Meaning, types and different functions of Education
- Significances of different agencies of Education
- Impact of Philosophy on Education
- Importance of Value Education
- Indian Philosophies with special reference to their Educational Implications
- Contribution of Indian and Western Educational Thoughts

Unit-I: Education and Philosophy

- Education: types and agencies
- Education, National Values and the Constitution of India
- Social Philosophy of Education – Freedom, Equality, Democracy and Responsibility
- Philosophical bases of Education

Unit –II: Educational Implications of Schools of Philosophy

- Indian Schools of Philosophy:
 - Jainism
 - Islam
 - Sikhism
- Western Schools of Philosophy:
 - Realism
 - Logical Positivism
 - Marxism

Unit-III: Contribution of Indian Educational Thinkers

- B. R. Ambedkar
- A P J Abdul Kalam
- Swami Dayanand
- J. Krishnamurti

Unit-IV: Contribution of Western Educational Thinkers

- Rousseau
- Plato
- Paulo Friere
- Dewey

Suggested Readings:

- Agrawal J.C. (2003). *Philosophical and Sociological perspectives on Educations*, New Delhi: Shipra Publications.
- Bhaum, Archia-I (1962). *Philosophy, An Introduction*. Bombay: Asia Publishing House.
- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Brubacher, John S (1962). *Eclectic Philosophy of Education*. New Jercy: Prentice Hall, Englewood Cliffs.
- Butler, J.D. (1969). *Four Philosophies*. New York, Harper and Bross.
- Chube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: VinodPustakMandir.
- Dewey John(1940). *Democracy & Education*. New York: Mac Millan.
- Durant, Will (1955). *The story of Philosophy*. London: Eastern Boon.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, John F. (1978), *Contemporary Educational Theory*. John Wiley and Sons.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education*. New Jersey: Prentice Hall.
- Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.
- McChellan, J.E. (1976). *Philosophy of Education*. New Jersey: Prentice Hall.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: HonghatonMiffine.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.
- O'Connor, J. (1995). *An introduction to Philosophy of Education*. Agra: VinodPustakMandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: Vinod Pustak Mandir.
- Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: Mac Millan.

Paper- VIII- Sociological Foundations of Education-II(EDUC-202)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- Culture of India and role of education to make a composite culture,
- Different agencies of socialization and their impact on education,
- Need and importance of national integration and international understanding,
- Role of education in economic development
- Role of education for SCs, STs and Minorities
- Concept of Human Rights and role of education to check the violation of human rights

Course Content

Unit-I

- Social organization and its concepts
- Factor influencing social organization; folkways; mores; institutions and values
- Dynamic Characteristics of social organization and its educational implications
- Social theories: Emile Durkheim, Talcott Person

Unit-II

- Education for National Integrations and Emotional Integration
- Education for International understanding
- Education and Economic Development
- Poverty, Unemployment and Education

Unit-III

• **Education and Society**

Education:

- as a process in social system
- as a process of socialization
- as a process of social progress

• **Social Theories:**

- R.K. Merton
- Marxism

Unit- IV

- Education in relation to democracy freedom and nationalism
- Educational Opportunity and inequality
 - Inequality of educational opportunities and their impact on social growth and development.
 - Integral Humanism (based on Swadesh) with special reference to social change

Suggested Readings:

- Adiseshiah, W.T.V. & Pavanam.R. (1974). *Sociology in Theory and Practice*, New Delhi: Santhi Publishers.
- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education*. New York: John Wiley & Sons,.
- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. & Cook, E. (1970). *Sociological Approach to Education*. New York, McGraw Hill.
- Dewey, John, *Democracy and Education*, MacMillan, New York
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education*, New Delhi: Rawat.
- Kneller, George F., *Foundations of Education*, John Wiley and Sons, 1978
- Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian Education*, New Delhi: Kanishka Publishers.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers,.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
- Swift, D. F. (1970). *Basic Readings in the Sociology of Education*, London: Routledge and Kegan Paul

Paper- IX- Psychological Foundations of Education-II(EDUC-203)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- concept and theories of learning,
- concept, theories and assessment of Personality,
- meaning, types and theories of transfer of learning with its implications,
- meaning of Adjustment, Mental Health, Conflict, and Defense Mechanism

- concept and measurement of creativity

Course Contents

Unit-I

Growth and Development

Physical development during childhood and adolescence
 Social development during childhood and adolescence
 Emotional development during childhood and adolescence
 Mental development during childhood and adolescence

Unit- II

Individual Differences

Concept and areas
 Determinant: Role of heredity and environment in developing individual differences.
 Implications of individual difference for organizing educational programmes
 Meaning and Definition of Memory
 Kinds of Memory
 Methods of memorization

Unit-III

Intelligence

Definition and nature of intelligence
 Theories
 Two factor theory (Spearman)
 Multifactor theory
 Group factor theory
 Guilford Model of intellect
 Hierarchical Theory
 Measurement of intelligence (Two verbal and two non verbal tests)

Unit-IV

- **Personality**
 Meaning and determinants
 Types and trait theories
 Assessment of Personality by subjective and projective methods
- **Learning**
 Meaning
 Theories and their educational implications
 Pavlov's classical conditioning theory of learning, Learning by insight

Suggested Readings:

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorovich Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Chauhan, S.S. (2005). *Advanced Educational Psychology*. Vikas Publishing Home, New Delhi.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J: Prentice Hall.

- Fernald, LD & Fernalt P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Gazzanig a, M. S. (1973), *Fundamental of Psychology*, N. Y. Academic Press.
- Hurlock, E. B. (1997) *Child Development* . Tata McGraw Hills.
- Klausmeier, Herbert J (1985). *Educational Psychology*. New York: Harper and Row, Pub.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Raw.
- Morris E. Eson, (1972). *Psychological Foundation of Education*. New York: Holt, Rinchart.
- Robert R. Baron (2001) *Psychology*. Prentice Hall of India.
- Paul R Pintrich and Dale H Schunk, (1996) *Motivation in Education: Theory, Research & applications* Prentice- Hall, Inc

Paper-X- Research Methods and Data Analysis in Education-II(EDUC-204)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- Understand the terms used in Research Process
- Understand the various Approaches of Research
- Understand the various statistical tools used in research

Course Contents

Unit-I:

- Descriptive Research
- Ex-post facto Research
- Experimental Research
- Philosophical Research
- Case Study

Unit-II:

- Qualitative research: meaning, steps and characteristics
- Qualitative research approaches; phenomenology, ethno- methodology and case studies
Historical research: meaning, significance, steps, primary and secondary sources of information
- Writing Research report

Unit-III

- Test of significance
- Null Hypothesis
- Standard error, confidence limits
- Type I and Type II errors

- One tailed and two tailed tests
- t-test: Significance of Difference between means
- Significance of Difference between percentages and proportions
- The F Test: One way ANOVA: assumptions, computation and uses

Unit-IV

- Non-Parametric Tests
- Meaning, assumptions, computation and uses of Non-Parametric Tests
- Chi-square tests of equality and independence, setting up cross breaks for contingency table.
- Sign test

Suggested Readings:

- Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research: An Introduction*. New York: Longman.
- Bryman, A and Duncan C.(1990). *Qualitative Data Analysis for Social Scientists*. London: Routledge.
- Buch (Ed) :*Surveys of Education*. Nos. 1,2,3,& 4, New Delhi: NCERT.
- *Encyclopaedias of Education Research*, (1990) New York: McMillan.
- Kerlinger, F.N. (2010). *Foundation of Behavioural Research*. New Delhi: Surjeet Publication.
- Koul, Lokesh,(2002). *Methodology of Educational Research*. New Delhi: Vikas Publication
- McMillan, J.H. (2003). *Educational Research: Fundamentals for the consumer*. Boston: Allyn& Bacon.
- Miller, D.C. & Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications , London.
- Smith, M.L. & Glass, G.V. (1987). *Research and Evaluation in Education and the Social Sciences*. NJ: Prentice Hall.
- Springer,K.(2009) *Educational Research:A contextual approach*.United Kingdom: John wiley and Sons.
- Ruane, Janet M (2004), *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
- Van Dalan, D.B. (1973). *Understanding Educational Research; An Introduction*, New York: McGraw Hill.
- Wiersma, W. &Jurs, S. J. (2009). *Research Methods in Education: An Introduction*. Pearson Education.

Paper- XI-Dissertation-I(EDUC-205)

Credits: 02

Marks: 50

Instructions:

1. The student has to submit a dissertation at the end of the course and the time fixed by the University.
2. The dissertation work is of original research work done by the student under the guidance of the faculty member from the concerned institution.
3. The student has to select a research problem in the beginning of 2nd semester itself and continue to work spreading over 3rd and 4th semester. The dissertation work will be spread over an allotted time to enable the both guide and student work together.
4. Plagiarism, in any form will not be tolerated.
5. Evidence of the work should be supported by student along with the original dissertation work.
6. If any candidate fails in the dissertation marks he/ she will not be allowed for viva-voce examination.

Activities:

- Review of Research Studies
- Identification of Research Problem
- Proposal Writing
- Proposal Presentation

Elective paper

Paper- XII-option-i- Special Education-II (EDUC-206)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

To make the students:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children.
- Acquaint with the various types of handicaps and their causes.
- Provide guidance in handling of exceptional children.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

Unit-I: Education of Visually Impaired

- Characteristics
- Degree of Impairment
- Etiology and Intervention
- Educational Programmes

Unit-II: Education of Hearing Impaired

- Characteristics
- Degree of Impairment
- Etiology
- Educational & Intervention Programmes

Unit-III: Education of Learning Disabled

- Characteristics
- Types
- Identification
- Educational and Intervention Programmes

Unit –IV: Education of Gifted, Creative and Juvenile Delinquents

- Juvenile Delinquents
- Characteristics
- Identification
- Problems
- Educational Programmes

Guidance and Counselling of Exceptional Children

- Meaning & Need
- Role of Teachers & Other specialists

Selected Readings:

1. Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners, Massachusetts Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Mifflin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment, New York Springer -Verlag,
10. Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

Paper- XII-option-ii- Economics of Education(EDUC-207)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

Students will be able:

- To acquaint the students with the basic concepts of economics of education.
- To acquaint the students with the concept of education as a major determinant of economic development.
- To make the students aware of the productivity of education in economic development.
- To acquaint the students with the concepts, nature, principles and procedures of educational planning.

Course Contents

Unit-I: Economics of Education

- Meaning, Aims, Scope and Significance
- Education as Consumption
- Education as Investment
- Difficulties in treating Education as Consumption/Investment
- Privatisation of Education

Unit-II: Cost Analysis

- Components of educational costs
- Methods of determining costs
- Problems arising in the application of the Concept of Costs in Education
- Private Returns and Social Returns

Unit-III: Educational Planning

- Concept, Need and Goals of Educational Planning
- Principles of Educational Planning
- Approaches to Educational Planning
- Educational Planning in India since Independence
- Education and Economic Development

Unit-IV:

- **Education and Manpower Planning**
 - Concept of Manpower Planning
 - Forecasting Manpower Planning
 - Forecasting Manpower Needs
 - Techniques of Manpower Forecasting
 - Limitations of Manpower Forecasting
- **Education and Unemployment**
 - Causes of Educated Unemployment
 - Problems of Unemployment and Education

- Effects of Educated Unemployment on Economy

Selected Readings:

1. Alex, V. Alexander: Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July 1983.
2. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
3. Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
4. Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Education Planning, 1972.
5. Hallack, J.: The analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
6. Harbison, F and Myers, Charles, A: Education, Manpower and Economic Growth: Strategies of Human Resources Development, Oxford & IBM Publishing Co.
7. Kneller, G.F.: Education of Economics Thought, New York, John Wiley and Sons, INC, 1968.
8. Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
9. Natarajan, S.: Introduction to Economics of Education, Publication, New Delhi, 1993.
10. Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
11. Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
12. Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
13. Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1983.
14. Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
15. Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
16. Vaizey, J.: Costs of Education, London: Feber, 1962.
17. UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

Paper- XII-option-iii- Life Long Education-II(EDUC-208)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- Explain the concept of Andragogy
- Enlist Principles of adult learning
- Explain policy for adult and continuing education programme.
- Explain role of universities in Life Long Education.
- Self learning module in Distance Education.

- Student support services in Distance Education.
- Relationship between Distance Education teacher and learner.

Course Contents

Unit I

- Andragogy: meaning and concept, implication for adult learning.
- Principles of adult learning.
- Administration and management of adult and continuing education programmes : bodies and functionaries Government of India and UGC Guidelines
- Role of universities in adult and continuing education.
- Department/Centre for adult and continuing education and extension education.
- Regional resource centers.
- The field outreach programmes

Unit II

- Importance learning modules; Planning and Preparation of Self Instructional Material (SIM)- Steps of Writing SIM, Editing, Reviewing and Distribution.
- Importance and organization of Student Support Services in Distance Education: Study Centers, mentors/counselors, counseling session, Personal Contact Programmes (PCP's), Mobile Libraries.
- Relationship between distance education, teacher and learner.

Unit III

- Principles of curriculum development for adults
- Teaching methods for adult learners
- Life Long Education for community development:
 - National level programmes for eradication of illiteracy and Development in India.
 - Continuing education programmes for community upliftment
 - Community colleges

Unit IV

- On-line Learning : Meaning, importance and limitations
- Innovations in distance education
- Importance, monitoring and evaluation of assignments, class tests, response sheets and term and examination in distance education.
- Research in Distance Education

Suggested Readings:

1. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
2. Manjulika & Reddy. (1999): Unexplored dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
3. Rudestam & Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
4. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
5. Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.
6. French, et. al. (Eds.) (1999): Interest based learning. UK: Kogan Page.
7. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
8. Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.

10. Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,.
 11. A Report: Motivational Aspects of Adult Education Min. of Education and SocialWelfare, Directorate of Adult Education, New Delhi, 1978.
 12. Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi: IAEA.
 13. Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
 14. Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tpkya : Pergamon Press, Oxford.
 15. Govt. of India National Adult Education Programme: An Outline, 1978.
 16. Gorden, G. & Sharan, B. (1982): Adult Education : Foundation of Practice. New York: Harper and Row.
 17. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
 18. Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
 19. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
 20. John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
 21. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.
 22. Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
 23. Learning to be : A Report of International Commission on Education Development: UNESCO,
 24. Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
 25. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
 26. National Literacy Mission (Jan; 1983): Ministry of Human Resource Development, Govt. of India, New Delhi.
 33. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
 34. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.
 37. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
 38. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.
 39. Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
 42. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi : Ashish.
 43. Patil, S.P. (1996): Problems of adult education programme. Ambala Cantt: Associated Pubs.
 44. Jethither, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
 45. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class : Education for the missing millions. London: Croom Helm.
- Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
- Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

Elective paper
Paper- XIII-option-i- Educational Technology –II(EDUC-209)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- To develop the understanding of concept, origin and characteristics of educational Technology.
- To enable the students to differentiate between hardware and software.
- To acquaint the students with skill of framing educational objectives.
- To develop the skill of designing instructional system.
- To enable the students to understand Programme Learning.
- To enable the students to use educational technology for improving teacher's behaviour.

Course Contents

Unit-I

- Models of Teaching: Concept, Different Families of Teaching Models, Teaching Models as Inquiry Training Model, Mastery Learning Model, Basic Teaching Model and Concept Attainment Model, Characteristics of Models of Teaching.

Unit-II

- Designing Instructional System: Formulation of instructional objectives. Designing of instructional strategies: Lecture, team Teaching, Discussion, Seminars. Tutorials and Brain Storming Sessions

Unit-III

- Concept of Distance Education; Distance and Open Learning Systems, Learning Materials for Distance Education, Methodology of Distance Education, Evaluation Strategies in Distance Education. Counselling in Distance Education Application of Educational Technology in Distance Education.

Unit-IV

- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests, Formative and Summative Evaluation.

Selected Readings

- Davies, I.K.(1971), "The Management of Learning" London: McGraw Hill.
- Dececco, J.P.(1988), "The Psychology of Learning and Instruction" New Delhi, Prentice Hall.
- Kulkarni, S.S.(1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.

- Kumar, K.L.(1996), “Educational Technology”, New Delhi: New Age International Publishers.
- Locatis, C.N. and Atkinson F.D.(1984), “Media and Technology for Education and Training”, London: Charles E. Publishing Co.
- Mavi, N.S.(1984), “Programmed Learning - An Empirical Approach”, Kurushetra, Vishal Publishers.
- Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
- Mukhopadhyay,(1990) M.(Ed.) “Educational Technology”, New Delhi: Sterling.
- Pandey, K.P.(1980), “A First Course in Instructional Technology:”, Delhi: Amitash Parkashan.
- Pandey, S.K.(1997)“Teaching Communication, Commonwealth Publishers, New Delhi

Paper- XIII-option-ii- Teacher Education-II(EDUC-210)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- Understand the concept, aims and scope of teacher education in India with its historical perspectives.
- Teaching profession and types of teacher education programmes.
- Development of teacher education curriculum in India.
- Different competencies essential for a teacher for effective transaction.
- Research in various areas of teacher education.

Course Contents

Unit –I

- Preparing teachers for special schools
- Implementation of curricula of teacher education at various levels
- Various agencies of teacher education
- Teacher education and other institutions.

Unit-II Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain storming
- Supervised study
- Individualized study
- Simulation
- Action Research

Unit-III Areas of research in Teacher Education with special emphasis on

Teacher effectiveness

- Criteria of admission
- Modification of teacher behaviour
- School effectiveness

Unit-IV

- Future of teaching as a profession
- Current problems of teacher education and practicing schools

Selected Readings:

- C A B E, 1992. Report of the C A B E Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
- Delors, J.(1996) Learning: The treasure with in UNESCO Publishing.
- Dunkin, J. Micheal(1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
- MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
- Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

Paper- XIII-option-iii- Mental Hygienic Education-II(EDUC-211)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- To enable the understanding of Concept of mental health and hygiene.
- To develop awareness of good mental health in both teachers and students.
- To identify principles and conditions conducive to good mental health.
- To suggest measures for fostering good mental health among students.

- To explain the interrelationship among personality adjustment and mental health.
- To develop the understanding of the role of home, school and society in mental health.

Course Contents

Unit-I

- Relationship between Human Needs and Mental Health
- Nature of Needs
- Organic Socio- Psychological and Educational Needs
- Meeting the Needs of Children
- Special Needs of Indian Adolescents

Unit-II

- Diagnostic and Remedial techniques
- Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their Usefulness
- Psycho Therapies: Counseling Therapy and its Types
- Play Therapy, Rational Emotive Psychotherapy, Behaviour Therapy

Unit-III

- Home, Community and Mental Health
- Home and Mental Health
- Qualities of Healthy Home Environment
- Child Rearing Practices and Personality Development
- Community and Mental Health

Unit-IV

- Yoga for Mental Health
- Concept of Yoga in Ancient India
- Yoga as the Scientific Method for the Development of Personality
- Yoga as the System for Preserving the Mental Health
- Accepting Yoga in Modern Life.

Selected Readings

- Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
- Hadfield, J. A. :Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
- Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
- Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon, 1999.
- Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950.
- Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
- Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.

MA Education 3rd Semester

Paper-XIV- Curriculum Development and Comparative Education –I (EDUC-301)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- acquaint the educational systems in terms of factors and approaches of comparative education.
- orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
- enable the students to develop an understanding about important principles of curriculum construction.
- acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
- help students to understand issues, trends and researches in the area of curriculum in India.

Course Contents

UNIT-I

- Concept, aims and scope of Comparative Education
- History and Developmental Stages of Comparative Education
- Factors influencing of Education System and Comparative Education.

UNIT-II

- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
- Concept of Universalization, its implications for Indian Education.

UNIT-III

- Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
- Secondary Education and its Vocationalization in U.K, U.S.A., Russia and India.

UNIT-IV

- Higher Education in U.K., U.S.A. & India
- Distance Education: its needs and various concepts with reference to U.K., Australia & India.

Selected Readings:

- Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.

- Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
- Denis Lawten.(1986) School Curriculum Planning, London Hodder and Stoughton.
- Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.
- Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
- Harold, B.Albery& Elsie, J. Albery (1963). The Curriculum. New York, The MacMillan Company.
- Hugh Sockett.(1976) Designing the Curriculum Design.(London), McGraw Hill
- Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
- John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.

Paper-XV- Contemporary Issues in Indian Education –I(EDUC-302)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- Develop a critical understanding of the challenges facing Indian Education today.
- Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the development of Education in India.
- Have a critical understanding of the development of Education as a distinct discipline.

Course Contents

UNIT-I: Education in India during:

- Vedic
- Budhistic
- Medieval period

UNIT-II: Development of Education in India

- Maculay's minutes and Bentick resolution and Adam's Reports
- Wood's Despatch of 1854
- Lord Curzen's education policy & National Consciousness
- National Education Movement

UNIT-III: History of Education in India: Pre Independence era

- Indian Education Commission, 1882
- Calcutta University Commission, 1917-1919

- Wardha Scheme of Education, 1937

UNIT-IV: Contemporary Issues in Indian Education in a Global Perspective highlighting the UNESCO's Current Concerns in respect of the following:

- Concept of Universalization of Elementary Education
- Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education
- Programmes for achieving the objectives of Universalisation of Elementary Education.
- Vocationalisation of secondary education.
 - District Primary Education Projection (DPEP)
 - Sarva Shiksha Abhiyan
 - National Programme of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
 - National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS)
 - Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)

Selected Readings:

- Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
- M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt.of India, New Delhi, 1949.
- M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
- M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
- M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
- M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
- M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
- M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
- World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Paper-XVI- Dissertation-II(EDUC-303)

Credits: 02

Marks: 50

Instructions:

1. The students have to present work in progress to the concerned faculty member stage by stage.
2. Students will be familiarized in organizing dissertation work by following standard way of style of writing.
3. The student has to collect the information/ literature as a part of review.

Activities:

- Preparation of Research Tool
- Data Collection

Paper-XVII- Field Work (EDUC-304)

Credits: 02

Marks: 50

Instructions:

- The student has to submit a field work at the end of the course and the time fixed by the University.
- The field work is done by the student under the guidance of the faculty member from the Department.
- Plagiarism, in any form will not be tolerated.
- The students have to present work in progress to the concerned faculty member stage by stage.
- Students will be familiarized in organizing field work by following standard way of style of writing.
- The student has to collect the information
- Viva voce will be conducted by the concerned faculty member from the department

Elective paper

Paper-XVIII-option-i- Educational Measurement and Evaluation-I(EDUC-305)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.

- To orient the students with tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

Course Contents

Unit-I: Educational Measurement and Evaluation

- Concept, Scope and Need
- Levels of Measurement
- Evaluation: Functions and basic principles of evaluation
- Inter relationship between Measurement and evaluation: Use of Economic Categories of Educational objectives

Unit-II: New Trends in Measurement and Evaluation

- Grading system: Relative merits and demerits of marking and grading
- Semester system
- Continuous and Comprehensive evaluation
- Question banks
- Use of computer in evaluation

Unit-III: Tools of Measurement and Evaluation

- Essay type tests, objective tests
- Questionnaire and Schedule
- Inventories
- Performance tests

Unit IV: Characteristics of a good measuring instrument

- Concepts of True and Error Scores
- Reliability
- Validity
- Norms
- Usability

Selected Readings:

- Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
- Anastasi, A (1982), Psychological Testing, New York MacMillan, Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
- Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
- Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
- Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
- Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.

Paper- XVIII -option-ii- Educational and Vocational Guidance-I(EDUC-306)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- To help the students to have better understanding of Life and the world around.
- To make them aware of the importance of making right choice in life, education, vocation, etc.
- To help them realize the importance of working with a group, for a group and in a group.
- To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
- To apprise them of the worth of understanding and assessing the individual correctly.

Course Contents

Unit-I: Guidance – Concept, Importance and Bases

- Development of Guidance
- Principles of Guidance

Areas of Guidance

- Educational Guidance
- Vocational Guidance
- Personal Guidance

Unit-II: Guidance Services in Schools

- Need and Principles of organizing guidance functions in schools
- Mechanism of organizing guidance functions in school
- Guidance services in Higher Education

Unit-III

- Job Analysis – Meaning, Types and Purposes of Job Analysis
- Placement service – Meaning, functions and principles
- Follow up Service – Meaning, purposes and characteristics

Unit –IV

- Study of the individual, data collection Techniques of Information. Standardized and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records.

Selected Readings:

- Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
- Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.

- Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
- Pandey, K.P.(2000), Educational and Vocational Guidance in India - Vishwa Vidyalaya Prakashan Chowk, Varanasi.
- McGowan, J.P.chmidt:(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
- Tolbert, E.L(1967): Introduction of Counselling, New York, McGraw Hill.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
- Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill
- Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

Paper- XVIII -option-iii- Inclusive Education(EDUC-307)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- Examine critically the concept , nature and characteristics of students with various special needs
- Understand the national and international initiatives towards the education of students with diverse needs
- Develop critical understanding of the policies and legislations related to inclusive education.
- Develop an understanding of the challenges faced by students with diverse needs.
- Develop knowledge and skill to address the diverse needs of the students in inclusive Education.
- Identify the various aspects of teacher preparation and research priorities in Inclusive Education.

Course Contents

UNIT I Introduction to Inclusive Education

- Definition, concept and importance of inclusive education.
- Psychological and sociological approaches to inclusive education.
- Historical perspectives on education of children with diverse needs.
- Concept of special education, integrated education and inclusive education.
- Inclusive schools as effective schools.

UNIT II National & International Initiatives to Respond to Diversity

- **International initiatives:**

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.

- International Year of the disabled persons (IYDP, 1981) and International perspectives Dakar framework of action (2000) and Millennium development goals (2000).
- **National Initiatives:**
- National institutes for various disabilities.
- District primary education programme (DPEP).
- Sarva Shiksha Abhiyan.
- Initiatives for the Gifted and Talented children.
- National Curriculum Framework, 2005 NCERT
- Girls Education initiatives; Mahila Samakshya, Kasturba Gandhi Balika Vidyalaya.

UNIT III Current Laws and Policy Perspectives Supporting Inclusive Education

- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992.
- National Policy on Education (NPE).
- The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
- Right to education act 2009 and afterwards.

UNIT IV Children with Diverse Needs

- Concept and meaning of diverse needs, Definition, concept and challenges children with sensory impairments (hearing, visual and physically challenged).
- Intellectually challenged (gifted, talented and mentally challenged).
- Developmental disabilities (Autism, Cerebral palsy, Learning Disabilities).
- Social and emotional problems, Scholastic Backwardness, Under achievement, Slow learners, Children with health problems, Socially disadvantaged children and Gender Equality.
- Environmental /Ecological difficulties and children belonging to other marginal group.

Suggested Readings:

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

- Panda, K.C. (1997) – Education of Exceptional Children, New Delhi; Vikas Publishing House
- Pandey, R.S. and Advani I. (1995) –Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publishing House

Elective paper

Paper-XIX-option-i- Management and Administration of Education-I(EDUC-308)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- To acquaint the students with changing concepts of educational management along with their significance.
- To help the students to understand educational management as a process at various levels.
- To develop an understanding in students about education and problems of educational trends.
- To help the students to know about resources of education and problems of educational finance.
- To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

Course Contents

Unit-I

- Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning.

Unit-II:

- Specific Trends in Educational Administration:
- Decision Making
- Organizational Compliance
- Organizational Development
- PERT

Unit-III:

- Meaning and Nature of Educational Planning
- Approaches to Educational Planning

Unit-IV:

- Meaning and Nature of Educational Supervision, Supervision as:
- Service Activity
- Process
- Function

Selected Readings:

- Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
- Harding, H. (1987), Management Appreciation, London; Pitman Publishing.
- Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.
- Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: Macmillan.
- Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.
- Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
- Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
- Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
- Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

Paper- XIX -option-ii- Adult and continuing Education-I(EDUC-309)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- Understand the basic concept of Adult Education.
- Understand the developments taking place in the field of adult education in India.
- Understand the appropriate methods of teaching adults.
- Understand the major problems confronting Adult Education Centres.
- Obtain the understanding and information to organize Adult Education Centres.
- Understand the working of different agencies in continuing Adult Education Programme.
- Understand the methods and strategies of implementation of Adult Education Programme.

Course Contents

Unit-I:

- Concept, need, importance, objectives and scope of adult education.
- Formal, informal and non-formal education
- Traditional Literacy and functional literacy

Unit-II:

- National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.
- Adult learning-Characteristics of Adult Learners, Motivating Adults for learning

Unit-III:

- The Role of Mass Media (Radio, TV, Films and Newspapers) in Adult Education and problems with regard to coverage.

Unit-IV:

- Success Stories of Literacy of Literary Campaigns of following countries:-
Cuba (Cuban Mass Literacy Campaign)
Brazil (Brazilian Literacy Movement)
Tanzania (Tanzania Mass Literacy Campaign) and
Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam)
- Problems of Adult Education

Selected Readings:

- Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: A General perspective, New Delhi Directorate of Adult Education, 1978.
- Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
- Cropley, A.J. Life Long Education: A Psychological Analysis New York 1977.
- Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
- Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
- Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
- Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
- Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
- Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London: Croom Belm, 1987.
- Kundu, C.L.: Adult Education Research: Future Direction, Kurukshetra University, 1987.
- Mathur, R.S. & Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
- Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
- Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
- Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
- Rogers, Alan: Teaching Adults, England Open University, Press, 1986.
- Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education.
- Sharan B. Merriam, Phyllis M. Cunningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London, 1989.

- Yadav, R.S.: Adult Education-Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

Paper- XIX -option-iii- Environmental Education(EDUC-310)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- define the concept of environmental education.
- explain components of environment and healthy environment
- explain various global environmental issues
- demonstrate knowledge of impact of technology on environment.
- define major eco-systems and their conservation.
- explain various kinds of pollution.

Course Contents

Unit-I

Environmental Education

- Concept, definition, principles
- Need and importance
- Goals and objectives of environmental education for sustainable development.
- Various methods (survey, project and field Trip)
- Role of school and teacher- various activities and associated skills

Unit-II

Global Environmental Issues

- Depletion of ozone layer.
- Global Warming (Green House Effect)
- The major Eco-systems and their conservation- terrestrial and aquatic Eco- system
- Environment Pollution
- Soil Pollution
- Water Pollution
- Air Pollution
- Noise Pollution

Unit-III

Other Environmental Issues

- Forests and their conservation.
- Wildlife and its conservation.
- Conservation of energy resources.
- Alternate source of energy.
- Waste Mmanagement.

- Population and environment- Human population growth and its problems
- Indoor Environment.

Unit-IV

Environment and Sustainable Development

- Eco magazine
- Exhibition and plantation
- Eco-Club – meaning, objectives, structure, and activities
- Environmental management - Function and characteristics of Environmental Management
- Disaster Management and its importance
- Natural and Issues and Policies in India and Abroad
- International Efforts for Environmental Protection

Suggested Readings

- Gupta V. K. (1998). *Environmental Education*, Jalandhar: New Academic Publishing House
- Kormondy, E. (1991). *Concept of Ecology*, New Delhi: Prentice Hall of India
- Palmer, J. & Philips, N. (1994). *The Handbook of Environmental Education*, New York: Routledge
- Purdom, P. W. & Aredson S. (1980). *Environmental Science*, Columbus: Charles E. Merrill Publishing Co.
- Sharma P. D. (1993). *Environmental Biology*, Meerut: Rastogi & Co.
- Sharma, R. C. & Tan, M. C. (eds) (1990). *Source Books of Environmental Education for Secondary School Teachers*. Bangkok: UNESCO
- Ship, S A. B. (1996). *Education for the Environmental Concerns, Implications and Predictions*. New Delhi: Radha Publication

MA Education 4th Semester

Paper- XX- Curriculum Development and Comparative Education-II (EDUC401)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- acquaint the educational systems in terms of factors and approaches of comparative education.
- orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.

- create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
- enable the students to develop an understanding about important principles of curriculum construction.
- acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
- help students to understand issues, trends and researches in the area of curriculum in India.

Course Contents

UNIT-I

- Educational Administration in U.K., U.S.A. and India
- Teacher Education Programmes in U.K., U.S.A., Russia & India.

UNIT-II

- Concept of Curriculum, difference between syllabus and curriculum concept of Emerging, Hidden and Irrelevant Curriculum
- Considerations for Curriculum Planning: Philosophical, Psychological, Sociological & Discipline Oriented.

UNIT-III

- Different Models of Curriculum Development: Administrative Model, Grassroot Model, Demonstration Model and system Analysis Model.
- Concept of Curriculum Development, Different categories & Types of Curriculum.

UNIT-IV

- Concept, Need and importance of Curriculum Evaluation.
- Concept of Formative & Summative Evaluation, Interpretation of evaluation results According to marks, rating and Grades.

Selected Readings:

- Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
- Denis Lawten.(1986) School Curriculum Planning, London Hodder and Stoughton.
- Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.
- Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
- Harold, B.Albery& Elsic, J. Albery (1963). The Curriculum. New York, The MacMillan Company.
- Hugh Sockett.(1976) Designing the Curriculum Design.(London), McGraw Hill
- Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
- John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.

Paper- XXI- Contemporary Issues in Indian Education-II (EDUC402)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- Develop a critical understanding of the challenges facing Indian Education today.
- Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the development of Education in India.
- Have a critical understanding of the development of Education as a distinct discipline.

Course Contents

UNIT-I: History of Education in India: Post Independence era:

- University Education Commission (1948-49)
- Secondary Education Commission, (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education, 1986
- Ramamurti Committee
- Revised National Policy, 1992

UNIT-II: Diverse Issues in Education:

- Education and Employment
- Computer Education in Schools
- Education of the SCs, STs, OBCs and Girls in Various age groups.
- Issues relating to quality in education and excellence
- Educational Programmes for disabled children.

UNIT-III: Contemporary Issues in Indian Education in Global Perspective:

- Issues pertaining to Distance Education and open learning system
- Issues relating to medium of instruction three language formula
- Issues in respect of emotional integration and International Understanding in the context of Globalization.

UNIT-IV:

- Education and Democracy
- Constitutional Provisions for Education
- Learning Without burden –Yashpal Committee 1993
- National Curriculum Framework for School Education 2000 & National Curriculum Framework 2005
- Educational Reforms in India in 21st Century.

Selected Readings:

- Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
- M.H.R.D. Report of the University Education Commission(1948) , Ministry of Education, Govt. Of India, New Delhi,1949.
- M.H.R.D. Report of the Secondary Education Commission(1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
- M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
- M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
- M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
- M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
- M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
- World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Paper-XXII- Dissertation-III (EDUC403)**Credits: 04****Marks: 100****Instructions:**

1. The dissertation must be planned in such a way it blend with theory and course taught.
2. The dissertation should form part of a specific problem leading to a desirable solution following a systematic and scientific way.
4. The student has to follow the guidelines for submitting thee dissertation as per the University rules.

Activities:

- Report Writing
- Viva voce

Paper-XXIII- Seminars(EDUC404)

Credits: 02

Marks: 50

Note: The student has to present two seminars (individually) and same has to be submitted in the department

Elective paper

Paper-XXIV-option-i- Educational Measurement and Evaluation-II (EDUC405)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
- orient the students with tools and techniques of measurement and evaluation.
- develop skills and competencies in constructing and standardizing a test.
- make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

Course Contents

Unit-I: Test Standardization

- Norm referenced and criterion referenced tests.
- Standard scores, T-scores and C-scores
- Construction and Standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

Unit-II: Concept and Measurement of the following

- Achievement test
- Aptitude tests, Intelligence tests
- Attitude and Value scales
- Interest Inventories

Unit-III: Analysis of Variance

- Analysis of Variance (up to two ways)
- Concept, assumption, computation & Uses

Unit-IV: Correlation: Concept, Computation and significance of the following:

- Biserial correlation
- Point-Biserial Correlation
- Tetrachoric correlation
- Phi-coefficient

- Partial Correlation
- Multiple Correlation

Selected Readings:

- Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
- Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
- Anastasi, A (1982), Psychological Testing, New York Macmillan,
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
- Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
- Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
- Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
- Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
- Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

Paper- XXIV -option-ii- Educational and Vocational Guidance-II(EDUC406)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- help the students to have better understanding of Life and the world around.
- make them aware of the importance of making right choice in life, education, vocation, etc.
- help them realize the importance of working with a group, for a group and in a group.
- make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
- apprise them of the worth of understanding and assessing the individual correctly.

Course Contents

Unit-I: Group Guidance

- Meaning and need of Group guidance

- Objectives and principles of Group guidance.
- Kinds of group guidance
- Scope and problems of group guidance
- Tools and Techniques of group guidance

Unit-II: Social Guidance

- Meaning, Objectives and need of social guidance
- Functions of social guidance
- Guidance of Exceptional children (Physically Handicapped, Gifted Children with behavioural problems)

Unit-III: Concept of Counselling

- Meaning and definition of counselling
- Characteristics of counselling
- Field of counseling
- Procedure of counseling
- Techniques of counseling

Unit-IV: Theories of counseling

- Directive counseling – Concept, procedure, advantages, limitations.
- Non-directive counseling – Concept, procedure, advantages, limitations
- Eclectic counseling – Concept, procedure, advantages, limitations.

Selected Readings:

- Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
- Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
- Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
- Pandey, K.P.(2000), Educational and Vocational Guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi.
- McGowan, J.P.chmidt:(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
- Tolbert, E.L(1967): Introduction of Counselling, New York,McGraw Hill.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harper.
- Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill,
- Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

Paper- XXIV -option-iii- Distance Education (EDUC407)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- understand the nature concept characteristics and Models of Distance Education.
- develop a perspective of Distance Education in India. Its need in the India Context, its functioning. Strengths and weaknesses with special reference to school education.
- analyses the role of Multimedia system in Distance Education in terms of each medium used in Distance Education.
- appreciate the interrelationship existing between Distance Education and regular Classroom system and the role of a school teacher therein.

Course Content

Unit-I

- Concept of Distance Education
- Related terms with Distance Education
- Non- formal Education
- Correspondence Education
- Open Education
- Scope of Distance Education

Unit-II

- History, future of Distance Education in India and mass media in Distance Education
- History of Distance Education
- Present status of Distance Education
- Need and importance of Distance education
- Future of Distance education in India
- Role of Print and Non-Print media in Distance education
- Role of Audio- Visual Computer based media in Distance Education
- Learning through media

Unit- III

- Types of Distance leanness and their problems
- Characteristics of distance learners
- Professional training to teacher educator linked with Distance Education
- Students counselling services in Distance education continuous assessment in Distance Education

Unit- IV

- Self Learning Materials
- Salient features of self learning materials
- Preparation of Self Learning Materials (SLM)
- Self Instructional Material (SIM) format
- Distance education as investment for Learners

Suggested Readings:

- Anand S.P.: University Without Walls, Vikas Publications, New Delhi.
- Borah S. (Ed): Distance Education, Amar Publications, Delhi.
- Chib S.S.: Teaching by Correspondence in India, Light and Life, New Delhi.
- Keegan D.: Foundations of Distance Education, second edition, Routledge.London.
- Khan, I.: Distance Education – Some Readings, Amar Publications, Delhi.
- Mukhopadhyay M (Ed): Yearbook of Education Technology, 1988.

- Mohanty J. Educational Broadcasting: Radio and Television in Education, Sterling Publishers, New Delhi.
- Mukhpadyay M. (Ed): Educational Technology- Challenging Issues, Sterling Publishers- New Delhi.
- Sahoo, P.K.: Higher Education at Distance, Sanchar Publications, Delhi.

Elective paper

Paper-XXV-option-i- Management and Administration of Education-II(EDUC408)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- To acquaint the students with changing concepts of educational management along with their significance.
- To help the students to understand educational management as a process at various levels.
- To develop an understanding in students about education and problems of educational trends.
- To help the students to know about resources of education and problems of educational finance.
- To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

Course Contents

Unit-I

- Development of Modern concept of Educational Administration from 1990 to present day.
- Taylorism
- Administration as a process
- Human relations approach to Administration
- Meeting the psychological needs of Employees

Unit-II

- Meaning and Nature of Leadership
- Theories of Leadership
- Styles of Leadership
- Measurements of Leadership

Unit-III

- Perspective Planning
- Institutional Planning
- Performance Appraisal

Unit-IV

- Modern Supervision and Functions of Supervision

- Planning, Organizing and Implementing Supervisory Programmes

Selected Readings:

- Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
- Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
- Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.
- Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: MacMilan.
- Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun & Deep.
- Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
- Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
- Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
- Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

Paper-XXV-option-ii- Adult and continuing Education-II (EDUC409)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- Understand the basic concept of Adult Education.
- Understand the developments taking place in the field of adult education in India.
- Understand the appropriate methods of teaching adults.
- Understand the major problems confronting Adult Education Centres.
- Obtain the understanding and information to organize Adult Education Centres.
- Understand the working of different agencies in continuing Adult Education Programme.
- Understand the methods and strategies of implementation of Adult Education Programme.

Course Contents

Unit-I

- Different approaches to provide Literacy-Mass approach, selective approach and campaign approach.
- Post-Literacy activities for neo-literates literature for neo-literates
- Problem of Drop out and problem of relapse into illiteracy in the Indian context.

Unit-II

- Methods of Teaching Literacy-Traditional Method, Zero Method; Alphabetic, Integrated Literacy Method, Naya Savera Method and Ansari Method.
- b) Methods of Adult Education-Lecture, Discussion and Demonstration
- c) Training of Adult Education Functionaries

Unit-III

- Agencies of Adult Education-Centre Government, State Government; Sharmik Vidyapeeths, State Resource Centres, Universities, Voluntary organizations.

Unit-IV

- Research Priorities in Adult Education, Evaluation, Procedure in Adult Education, Types of Evaluation, Formative and Summative Evaluation.

Selected Readings:

- Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
- Cropley, A.J. Life Long Education: A Psychological Analysis New York 1977.
- Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
- Dutta S.C. Social Education and Social Values in Adult Education in India, Bombay: Nachiketa Publications, 1973.
- Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
- Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
- Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
- Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
- Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London: Croom Helm, 1987.
- Kundu, C.L.: Adult Education: Principles, Practice and Precepts, New Delhi: Sterling Publishers, 1984
- Kundu, C.L.: Adult Education Research: Future Direction, Kurukshetra University, 1987.
- Mathur, R.S. & Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
- Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
- Ministry of Human Resource Development: National Policy of Education, Govt. of India, New Delhi, 1986.
- Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
- Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
- Rogres, Alan: Teaching Adults, England Open University, Press, 1986.
- Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education.
- Sharan B. Merriam, Phyllis M. Cuningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.

Paper-XXV-option-iii- Population Education (EDUC410)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- Explain the concept and scope of population education.
- Understand the role of various agencies in population education.
- Discriminate between population education through formal and non-formal modes in India
- Explain the Population situation in the world and in India
- State determinants of population distribution patterns
- Explain the concept of Population dynamics
- Explain the impact of population growth on health of population
- Suggest measures to maintain health in the face growing population.
- Correlate population growth with issues of quality of life and environment
- Describe teaching methods of Population education
- Analyse relationship between population and development by describing related issues of HRD,
- Explain Global and national policies on population
- State Strategies for population education through various organizations.
- Explain different kinds of hurdles in implementation of population policies

Course Content

Unit I

- Population Education: Concept, Objectives and Scope with reference to India.
- Population situation in major world regions.
- Population situation in India.
- Organizations and agencies for Population Education in India: UGC, NCERT, UNFPA, GOI, NGOs.

Unit-II

- Status of Population Education in India through Formal and Non-formal education sectors:
 - Population Education in Vocational Education(NCERT)
 - UGC guidelines for Population Education - In Xth and XIth plan
 - Population Education in Adult literacy programmes
 - Population Education at various levels of educations
 - Population Education through voluntary efforts.
- Relationship between growth of population and Development:
 - Population growth and Human Resource Development Education, Technology, Work opportunities

- Population and economic development
- Population and global food situation
- Population and sustainable development

Unit III

- Determinants of Population distribution patterns.
- Population dynamics
- Population growth and impact on health of population
- Implications of mortality and fertility: Health services and population profiles
- Adolescence Education: Responsible Parenthood
- Primary Health Care: Safe motherhood and integrated child development
- Women empowerment and legal provisions
- Building Life skills

Unit IV

- Population growth and related problems Linkages between population, development, environment and Quality of life:
 - Migration
 - Urbanisation
 - Pollution
- Teaching methods for population education
- Dimensions of population policy: Global and National policies (UNDP, UNESCO, UNICEF,
- FPAI)
- Hurdles in implementation of population policies:
 - Administrative
 - Diversity in India
 - Attitude of people

Suggested Readings:

- Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.
- Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.
- Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.
- Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.
- UGC (2004): UGC scheme on Population Education Xth Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb; 2004.
- United Nations Report (2003): Population Education and Development. New York: The Concise Report.

WEB REFERENCE SITES:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. www.un.org/esa/population/publications/concese2003

Semester-1st
Open Elective Paper
Paper- I-option-i- Pedagogy of Teaching and Learning (EDUCE-501)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- Know the concept of teaching and learning
- Understand the different type of teaching
- Understand the psychological aspects of teaching and learning
- Understand the different learning theories.
- Know the new trends in education

Course Contents

Unit-I

Teaching and Learning

- Concept of Teaching and Learning, functions and principles of teaching and Learning, Maxims of teaching, variables of teaching, levels of teaching, phases of teaching
- Teaching: Team teaching, cooperative learning. Peer teaching, panel discussions, role playing, brain storming.

Unit-II

Professional skill development of teachers:

- Concept and importance of Micro Teaching
- Simulated Teaching
- Flanders's Infraction analysis
- Effective classroom communication
- Development of Programme learning maternal

Unit-III

Psychological aspects of Teaching and learning

- Learning –meaning, Factors affecting learning
- Theories of learning, Thorndike's Trial and Error, Skinner's Operant Conditioning theory and Gestalt insight theory of Learning
- Cognitive development: Meaning, factors affecting cognitive development
- Piaget, Kohlberg and Vygotsky: Constructs and critical perspectives

Unit-IV

- New trends and issues in education

- Challenges of school education
- Inclusive Education, SSA(2000), RMSA
- NCF(2005), NCFTE(2009)

Suggested Readings

- Jenkins, J. (1998). Distance Education, The Internet and the Learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU.
- Kasturiranjan, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.
- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- Mehra Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Piaget, J. (1997). Development and Learning. In M. Gauvain & M. Cole (Eds.), Readings on the development of the children. New York: W.H. Freeman & Company.
- Saraswathi, T.S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: sage.
- Sharma, N. (2003). Understanding adolescence. NBT India.
- /*Aggarwal, J.C. Essential of Educational Psychology, Delhi: Doaba Book House.
- Chauhan, S.S. Advanced Educational Psychology.
- See more at: <http://uou.ac.in/node/5065#sthash.xGbtV1oQ.dpuf>
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Government of India (GoI)
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Jangira, N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERT at RIE, Ajmer on 01 Sept.2012.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

Semester-1st
Open Elective Paper
Paper-I-option-ii- Life Skills Education (EDUCE-502)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

The students will be able to:

- To understand the concept of life skills and its evolution.
- To recognize and analyse the importance of life skills education by studying the reports of international organizations and committees.
- To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking skills and coping skills.

Unit 1: INTRODUCTION and EVOLUTION OF THE CONCEPT OF LIFE SKILLS

- Definition and Importance of Life Skills
- Genesis of the Concept
- UN Inter-Agency Meeting
- Hamburg Declaration
- Quality Education and Life Skills: Dakar Framework
- Life Skills Education in the Indian Context

Unit 2: THINKING SKILLS

- Thinking
 - Nature, Elements of Thought
 - Types of Thinking
- Creative and Critical Thinking
- Problem Solving
 - Definition, Steps in Problem Solving
 - Factors Influencing Problem Solving
- Decision Making
 - Definition, Process, Need
 - Consequences, Models of Decision Making
 - Goal Setting

Unit 3: COPING SKILLS

- Coping with Emotions
 - Definition, Characteristics, Types of emotions
 - Causes and effects of different emotions
 - Strategies of coping with emotions

- Strategies to develop skills of managing emotions: Classroom discussion; Brainstorming; Role-plays, Audio and visual activities e.g Arts, Music, Theatre, Dance; Case Studies, Storytelling, Debates
- Coping with Stress
 - Definition, Stressors
 - Sources of Stress
 - The General Adaptive Syndrome Model of Stress
 - Coping Strategies

Unit 4: Project work

- Under Life Skills Project the students are expected to design activities to develop the following ten life skills. 1. Self-Awareness 2. Empathy 3. Problem Solving 4. Decision Making 5. Effective Communication 6. Interpersonal Relationships / Friendships 7. Creative Thinking 8. Critical Thinking 9. Coping with Emotions and 10. Coping with Stress.
- The Thinking skills and coping skills will be demonstrated through Role-plays, Arts, Music, Theatre, Dance, Storytelling, Debates etc. on diverse issues in the form of workshops.

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Dakar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radha krishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- Kumar .J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd
- Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
- Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.
- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality

- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi
- Tull, M., Post-Traumatic Stress (PTSD), How to Monitor Your Emotions and Increase Emotional Awareness <http://ptsd.about.com/> Accessed 30/01/2010.
- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_education
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: <http://www.nied.edu>

Semester-2nd
Open Elective Paper
Paper-II-option-i- Value and Peace Education (EDUCE-503)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- understand the need and importance of Value and Peace Education.
- understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- Orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
- understand the process of moral development vis-à-vis their cognitive and social development.
- Orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

Course Contents

UNIT I- UNDERSTANDING VALUES AND PEACE

- Values: Meaning, Scope of Value Education, Objectives of Value Education, Classification, Value education-its purpose and significance in the present world.

- Peace: Concept of peace and peace education, Aims and objectives of peace Education, Status of peace education in the curriculum, and importance of peace education.

UNIT II – SOURCES OF VALUES AND PEACE

- Sources of value education- Literature, Autobiography and biography of Great People, Religious literature-Vedas, Bhagavadgita etc. ,
- Dr. A P J Kalam’s ten points for enlightened citizenship.
- Role of teachers in value and peace education.

UNIT III- SOCIAL AGENCIES IN VALUE AND PEACE EDUCATION

- Value Crisis and factors of value crises
- Role of Family, Religion, Educational Institutions, Mass Media (print and Electronic), Social Media in value and peace education

UNIT IV- STRATEGIES OF VALUE AND PEACE EDUCATION IN INSTITUTIONS

- Strategies to Value education - Direct- Curricular, Indirect Co-Curricular, personal examples,
- Activities - Storytelling, Dramatization etc.
- Integrating Peace Education -Subject context, Teaching Methods, Co-curricular activities, class-room management
- Education for Culture of Peace - Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level.
- Highlights of various philosophies of peace, of Gandhi, Vivekananda, Dalai Lama, initiatives at National and International levels.
- Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

Suggested Readings:

- Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- Arora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
- Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
- Bandiste, D.D, (1999): Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi
- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- Chakrabarti, Mohit (2014). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers and Distributors
- Das, M.S. & Gupta, V.K (1995) : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi.
- Goel, Aruna and Gupta, N.L. (2000). Human Values in Education. New Delhi: Concept Publishing Company.
- Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE

- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
- Kumar, Vinay (2013). Promotion of Ethics and Human Values: Perspectives, Challenges and Opportunities. Patiala: Twenty First Century Publications.
- Mohanty, Jagannath (2005). Teaching of Moral Values: Development, New Trends and Innovations. New Delhi: Deep and Deep Publications.
- M.G.Chitakra (2003): Education and Human Values, A.P.H.Publishing Corporation, New Delhi.
- Morrison, M. L. (2003). Peace education. Australia: McFarland
- NCERT(1992), Education in Values, New Delhi.
- Pandya, Rameshwari & Mathu, Anuradha (2004). Imbibing Value Education: Various perspectives. New Delhi: Kalpaz Publications
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
- Rajput, J.S. (2006). Human Values and Education. New Delhi: Pragun Publications.
- Ram Chandra (2003). Morals and Value Education. Jaipur: Book Enclave.
- Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Sandhu, P. K. (2010) Value Education (Punjabi). Patiala: Publication Bureau of Punjabi University.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Singh Y. K., Ruchika Nath, (2005). Value Education, Delhi: APH Publishing Co.
- Satchidananda, M.K (1991): Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication
- Venkataiah, N. (1998). Value Education. New Delhi: APH Publishing Corporation.
- UNESCO Publication. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.

Semester-2nd
Open Elective Paper
Paper-II-option-ii- Women Empowerment and Education (EDUCE-504)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

- To create an awareness among students regarding the present status of women.
- To sensitize the students towards the problems faced by women.
- To orient students to understand the women's resources and national development.
- To identify the role of women in developing countries including India

Course Contents

Unit – Introduction to Women's Education

- Concept of Women Education, Definition, Need and Importance of Women Education
- Nature and Scope of Women Education, Women Education as an Academic Discipline
- Approaches to Women's Education; Education for achieving quality of life, equality of opportunities and equity, Commission for Women Education.
- Basic Concept of Sex and Gender, Gender Attributes and Gender Roles, Equality and Discrimination, Gender Relations and Gender Identity
- The changing Status of Women in Modern India

Unit – II-Women and Society

- Women in Indian Society – A Historical Perspective, Early, Colonial and Modern Periods
- Institution--Family, Marriage, Rural and Urban, Issues in Family and Marriage
- Social Construction of Gender- Process, Social System - Culture and Religion, Barriers to Women Advancement
- Women and Socialization: Stages of Socialization- Childhood, Adolescent, Adult and Old Age, Agencies of Socialization

Unit – III Women Resource and National Development

- Women in developing countries with special reference to India; Women in National Development; Women in Decision Making.
- Literacy and educational development of women
- Current Debates and Issues on Women and Development including the Impact of Globalization and Structural Adjustment Policies (SAP)
- Impact of Development on Gender, Socio-economic Determinants of Women's Development
- Law as an instrumental for Social Change; Constitution of India and Gender Equality- Constitutional provisions with special reference to women

Unit – IV Education for Empowerment of Women

- Measures for providing Women/ Girls education towards sustainable development
- Problems of girls' education – poverty, prejudice and population explosion, minimum levels of learning scientific literacy
- Women Empowerment, Concept and Meaning, Different Aspects of Empowerment, Importance of Empowerment, Process and Expression of Empowerment
- Indian Constitutional provisions for women empowerment, Women Empowerment Policy 2001
- Women Organizations in India, National and International, Funding Agencies: UNESCO, UNDP
- Role of N.G.Os for Economic Empowerment of Women

SUGGESTED READINGS

- Maithreyi Krishnaraj (1991), Contributions to Women's Studies (Bombay SNDT).
- Maria Mies (1980), Indian Women and Patriarchy Concept Publishing Company, New Delhi.
- Neera Desai and Vibhuti Patel (1985), Indian Women Change & Challenge in the International decade 1975-85, Popular Prakashan Pvt. Ltd., Bombay.
- Agarwal, Bina (1988), Patriarchy and the Modernizing State: An Introduction in Agarwal Bina (ed), Structures of Patriarchy, Kali for Women, New Delhi.
- Banks (1981), Olive Faces of Feminism: A Study of Feminism as a Social Movement, St. Martin's Press, New York.
- Bhasin and Khan (1986) Some Questions on Feminism, Kali for Women, New Delhi.
- Ruth, Sheila (1990) Issues in Feminism: An Introduction to Women's Studies, Mayfield Publishing Company, California.
- Maithreyi Krishnaraj (1986) Women's Studies in India, Popular Prakashan, Bombay.
- Cahanana, Karuna (Ed.) Socialisation Education and Women: Explorations in Gender Identity, Orient Longman Ltd., New Delhi.

Semester- 3rd
Open Elective Paper
Paper-III- Human Rights Education (EDUCE-505)

Credits: 04

Marks: 100(30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

- Explain the need and importance of Human Rights Education.

- Understand the international dimensions of Human Rights Education.
- Elaborate the significance of constitutional provisions for Human Rights and the Millennium Development Goals.
- Become aware of the various categories of Human Rights.
- Understand role of education and teacher preparation for Human Rights
- Become aware of the various categories of Human Rights.
- Become aware of the sources of Human Right.
- Discuss the role of international and national bodies in promotion of human rights education.
- Discuss the role of Education - Institutions and non -governmental organization in promotion of human rights.

Course Contents

Unit I

- Human Rights Education: Concept, objectives, need and importance
- Human Rights enshrined in Indian Constitution
- Historical background of Human Rights
- Evolution of Human Rights Education

Unit-II

- Pedagogies for human rights education
- Universal declaration of Human Rights.
- International dimension of Human Rights.
- Right to Education and its implications.
- Education about Human Rights, Teacher preparation.

Unit-III

- Role of international, national bodies and state bodies in promotion of human rights education
- Role of media in dissemination of human rights.
- Role of educational institutions (at school, college and higher education level) in dissemination of human rights.
- Role of nongovernmental organization in promotion of human rights (International, National and State Level).

Unit IV

- Millennium Development Goals and Human Rights
- Philosophical foundations of Human Rights: Sources of Human Rights.
- Modern Human Rights Theories
- Human Rights of vulnerable persons and groups: Women's Rights, Rights of the Child, Rights of persons belonging to Minorities, Migrant Workers Rights, Indigenous Peoples Rights.

Suggested Readings:

- Verma, Yoginder (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.
- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. New Delhi: Kanishka Publishers.

- Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
- Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E.Cliffs: Prentice Hall, Inc.
- Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.
- Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
- Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.
- Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
- Rokeach, M. (1973): The Nature of Human Values. New York : The Free Press.
- Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
- Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
- Tarrow, N.B. (1987): Human Rights and Education Vol-3. Programon Press.